Original Paper

Artificial Intelligence Empowering Innovation in Teaching Models for Ideological and Political Courses in Higher Education

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Abstract

With the rapid advancement of modern science and technology, computer technology has been greatly promoted, leading to the emergence of artificial intelligence. In the new era of ideological and moral education, higher education's ideological and political education is an inevitable path and a necessary guarantee for cultivating innovative talents with both moral integrity and professional competence. However, traditional teaching scenarios can no longer meet the needs of ideological and political education in the new era. The continuous progress in artificial intelligence technology provides new means and ideas for the "Grand Ideological and Political Course" teaching, including the cultivation goals of college ideological and political courses, the construction of teaching staff, and the reform of teaching models. In this context, college ideological and political courses need to fully leverage the advantages of technological empowerment, actively adapt to the changes of the times, and explore innovative teaching methods in the era of artificial intelligence, thereby enhancing the mission-driven ideological and moral education of the new era.

Keywords

Ideological and Political Education, Higher Education, Artificial Intelligence

1. Introduction

As the key course for implementing the fundamental task of cultivating virtues and fostering talents, the ideological and political theory course serves as the primary platform and main channel for ideological and political education in higher education institutions (Wang, 2024). Driven by big data and cloud computing, rapid advancements in cognitive science, machine learning, and deep learning

have expanded the social adaptability of artificial intelligence. Consequently, new changes are emerging in the teaching methods, discourse, and target audience of ideological and political theory courses (Hu, 2024). In this new historical period, the reform of ideological and political course teaching in higher education should be tailored to the current circumstances, timely and contextually appropriate, and innovative. By leveraging artificial intelligence technology, it is possible to advance the development of the ideological and political education discipline and enhance the effectiveness of teaching in these courses. This holds significant theoretical value and practical importance. This paper aims to identify the innovative directions for teaching models in ideological and political courses in higher education institutions.

2. The Intrinsic Logic of Artificial Intelligence Empowering the Innovation of Teaching Models for Ideological and Political Courses in Higher Education

As Artificial Intelligence (AI) technology is increasingly applied in the construction of teaching systems, it has initiated a paradigm shift in the thinking behind ideological and political course instruction. The influence of AI on operational platforms, data processing, information dissemination, and other aspects is gradually becoming more pronounced (Zhang & Zheng, 2024).

AI can expand the accessibility of ideological and political education resources, diversifying the supply methods of these resources and the teaching approaches, thereby greatly enriching the educational depth of these courses (Zhao, Lu, Tan et al., 2024). There are currently two forms of AI-enabled teaching systems. The first type integrates AI as a supplementary tool within classroom teaching systems, utilizing AI technology to facilitate diverse learning experiences in the classroom. The second type is a comprehensive teaching system that constructs learning scenarios in everyday life, subtly instilling cultural and ideological concepts as guidance for learners.

This intelligent teaching network significantly promotes the communication and exchange of various educational information sources, enabling timely supplementation and unified integration of educational resources. It blurs the boundaries between in-class and out-of-class knowledge, providing learners with access to knowledge beyond the classroom, thereby creating an omnipresent teaching network. This network extends the platforms for learning anytime, forming a collaborative educational force, and greatly enriching the educational depth of ideological and political courses.

2. Principles for Innovating Teaching Models in Ideological and Political Courses in Higher Education

Artificial Intelligence (AI) can infuse new vitality into ideological and political courses, presenting them in fresh, engaging formats and rejuvenating their instructional dynamics. However, amidst the surge of technological advancements, educators must avoid becoming overly reliant on AI technology and getting caught in the technological vortex. It is crucial to discern when to adopt and when to forgo technology, balancing the fundamental and peripheral aspects of teaching. This ensures that technology

and pedagogy are seamlessly integrated to better serve the development of ideological and political courses (Chai, 2024). Under an AI-enhanced environment, ideological and political course instruction should innovate in talent cultivation concepts, enhance the professional competencies of teachers, establish robust knowledge systems, and focus on creating multi-dimensional, intelligent teaching platforms to effectively support the teaching process.

Cultivating the Ideological and Political Education Concept of "Technology for Good, Ethics First". Scientific and technological ethics encompass the values and behavioral norms that should be adhered to in scientific research, technological development, and other scientific activities. Ideological and political courses, which have a strong ideological and political orientation, aim to educate students on distinguishing right from wrong and guide them to acknowledge mainstream values, thus ensuring ideological security. However, AI-powered ideological and political courses pose risks such as personal privacy breaches, erosion of mainstream values, ideological threats, and latent ethical issues. These ethical risks contradict the educational mission of nurturing virtuous individuals and must be fundamentally prevented (Deng, 2024).

The core of AI lies in its algorithms, which mediate between humans and information, influencing the audience's ideological values and political inclinations. The prudent and ethical use of algorithms will directly impact the outcomes of ideological and political education in a digital environment. Therefore, AI-empowered ideological and political course instruction requires ethical reflection on and scrutiny of algorithms, endowing them with value rationality to prevent risks at the source. Algorithm design and oversight must correct technological biases and reinforce the ideological and value guidance of algorithm designers and overseers, ensuring that algorithm design and operation meet ethical standards and align with mainstream values.

Additionally, teachers and students must continually improve their abilities to analyze, discern, filter, and block information to effectively mitigate the potential ethical risks posed by AI. Through this process, risks can be effectively resolved. In summary, adhering to the principle of "technology for good, ethics first" and achieving "discarding the harmful and adopting the beneficial" in technology utilization will better enable AI to empower ideological and political courses.

Adhering to the principle of "Content First, Technology as Auxiliary". Higher education ideological and political education differs from traditional rote learning by emphasizing persuasive education at the cognitive level. Ideological and political courses aim to cultivate responsible, visionary individuals embodying the spirit of the Chinese people—demonstrating their greatness, historic achievements, and contributions to society. The educational content serves as the soul of ideological and political education (Luo & Li, 2024). However, excessive pursuit of innovation in teaching formats driven by artificial intelligence technology may lead to the trivialization, commercialization, or hollowing out of educational content, deviating from the core purpose of nurturing individuals with integrity and societal responsibility.

In light of this, in the process of empowering ideological and political education with AI technology, it

is crucial to leverage AI as a support to enrich and enhance educational content. This approach ensures that AI technology serves to increase the persuasiveness, attractiveness, infectiousness, and influence of ideological and political courses. Utilizing AI technology for real-time collection and rapid processing of profound historical resources and lively contemporary materials can enhance the visualization, vividness, and imagery of educational content. This approach injects vitality into ideological and political courses, making them more appealing and engaging for students. Only by integrating AI technology effectively into educational content can ideological and political courses successfully deliver profound theoretical, contemporary, and historical lessons (Ling, 2024).

Technology itself is not the end goal; its true purpose lies in perfect integration with and service to education. If ideological and political courses detach from their core element of educational content, they risk becoming irrelevant. Therefore, the principle of technology serving educational content must be consistently upheld to create ideological and political courses that resonate deeply, inspire minds, and enrich hearts.

Adherence to the principle of "Teacher-Led". With the continuous deepening of China's higher education reform, the reform of ideological and political education courses has become one of the important topics currently under joint research and discussion in various universities. Artificial intelligence is the external manifestation and extension of human intelligence. It excels in data collection, analysis, integration, and other aspects compared to human intelligence. However, AI can only replace teachers in performing single, mechanical repetitive activities and cannot replace the emotional and innovative value of teachers. In the era of artificial intelligence, the law of students' growth has become a new focus. The work of ideological and political education is gradually moving towards student-centered development. The concepts of human-oriented philosophy and humanistic care constitute the key to cultivating people with morals and nurturing their souls. To deliver an effective ideological and political education course, it is necessary to have both theoretical depth and emotional warmth. At the same time, this course, which touches the hearts of students, integrates humanities and theory, exhibiting both complexity and overlap.

Therefore, enhancing the effectiveness of ideological and political education under the backdrop of artificial intelligence is an urgent issue that needs to be studied and resolved. University ideological and political education teachers must have a high sense of responsibility, adhere to the principle of putting people first, and cultivate morals and nurture souls with sincere and rich humanistic emotions. They should respect individual differences among students, adopt differentiated teaching methods in the mainstream tide of personalized teaching, not only focusing on enriching the knowledge system but also enhancing students' experiential sense of ideological and political education. This involves leveraging the leadership role of teachers and the technical advantages of artificial intelligence, emphasizing the cultivation of students' innovative awareness and problem-solving abilities, developing the cognitive structure of deep learning, and creatively developing new disciplinary wisdom from existing knowledge frameworks. This approach aims to enhance the complexity and innovation of

talent development education, build a truly "smart" education, promote the high standards, high quality, and high-level development of ideological and political education courses, achieve human-machine synergy, jointly cultivate talents, and guide students to undertake the great responsibilities of the times, becoming pillars of society.

3. Implementation Pathways for Innovating the Teaching Model of Ideological and Political Education in Universities

Building a dynamic big database to achieve accurate resource matching. Ideological and political education integrates Marxist foundational theory, humanities knowledge, social sciences, and natural sciences, nurturing patriotism and national sentiments based on students' theoretical levels, ideological dynamics, and behavioral characteristics.

Theoretical depth is the fundamental attribute of ideological and political education. Enriching teaching content is a crucial step in delivering excellent theoretical courses on nurturing patriotism and national sentiments. Accurate resource matching is a significant measure to achieve excellent theoretical courses. By fully leveraging advanced artificial intelligence technology, Marxist theory, socialist advanced thinking, excellent traditional Chinese culture, and other enriching educational resources are effectively integrated. Elements of ideological and political education across disciplines such as philosophy, psychology, management, sociology, education, and political science are refined and reconstructed. A rich theoretical database for ideological and political education is established to facilitate teachers' quick and efficient retrieval of diverse and expressive teaching resources, ensuring that teaching materials for ideological and political education are always timely and fresh (Wu, 2024).

In the new era of information technology, rapid changes are occurring. The interconnectedness of all things and human-machine interaction constitute a new landscape of the times. Every online activity such as browsing web pages, commenting on hot topics, and sharing posts inherently reflects students' learning preferences, ideological dynamics, values, and emotional changes. Through big data, deep learning, cross-media analysis, and high-performance computing technology, teachers can collect, summarize, scientifically generalize, and analyze students' ideological dynamics and values in real-time. Personal information is transformed into data to establish a dynamic database of students' ideological dynamics. This approach allows for targeted preparation of course resources, effectively enhancing the precision and effectiveness of ideological and political education in nurturing students.

Enhancing teachers' professional competence and empowerment. Artificial intelligence assists teachers in daily teaching, liberating them from repetitive and mechanical tasks. This allows teachers to focus more time and energy on researching educational strategies and innovating teaching reforms, reshaping the role of teachers from mere "imparting knowledge" to pioneers in cutting-edge ideological and political theory research.

Artificial intelligence technology improves teaching efficiency, while also raising the technical participation threshold for teaching professionals and auxiliary staff (Jiao, 2024). As a new-era

ideological and political education teacher, one must not only understand education but also possess technological skills. Differences in teachers' abilities to harness, master, operate, and integrate artificial intelligence technology undoubtedly lead to variations in educational outcomes.

Enhancing teachers' digital literacy requires persistent efforts and collaboration among the state, schools, and teachers. This joint effort is crucial, particularly as China vigorously promotes educational informatization. At the national level, the government should formulate policies to promote the development of teachers' digital literacy, provide strong support, increase funding, and enforce subsequent policies to ensure the enhancement of teachers' digital literacy. At the school level, schools should implement government support policies and establish platforms to enhance teachers' digital literacy. They should invite experts in the field of artificial intelligence to conduct regular training sessions for teachers on big data technology, virtual reality technology, deep learning technology, and other relevant areas. This ensures that ideological and political education teachers have a basic understanding and can effectively integrate artificial intelligence technology and its applications into their teaching practices (Zhang, 2024).

Enhancing teachers' digital literacy adapts to changes in the teaching environment. The key lies in teachers' continuous learning, adoption of a lifelong learning mindset, active participation in research projects, exchange discussions, skills training, and various other activities. This ongoing effort helps teachers to enhance their awareness, develop intelligent thinking, strengthen technical skills, and continuously improve their technological literacy. By effectively utilizing the opportunities provided by artificial intelligence for ideological and political education, teachers can achieve synergies between humans and machines, strive to become builders of smart campuses, and successfully deliver the profound mission of our times.

Creating a three-dimensional teaching scene integrating knowledge with action. In the construction of an intelligent ideological and political education system, it is essential not to equate the process of ideological and political education with processes in pedagogy simplistically. Instead, full consideration should be given to both the macro-social operation processes and the micro-individual reception processes, making it a dynamic knowledge system. As China vigorously promotes the process of educational informatization, the formation of a three-dimensional teaching scene integrating knowledge with action and the effective implementation of teachers' digital literacy development are particularly important.

One approach involves leveraging knowledge engines and knowledge service technologies to collect a large amount of teaching content rich in ideological and political elements in real time. This includes vibrant teaching carriers such as historical events at the intersection of different disciplines and practical issues that have points of convergence. Fragmented teaching content is effectively integrated, breaking through disciplinary barriers and achieving cross-disciplinary interaction to form a powerful interdisciplinary force. Another approach is achieved through a combined human-machine approach to education. Based on smart teaching platforms and supported by virtual simulation technology, it breaks

through temporal and spatial boundaries, harnessing collaborative educational power to achieve the goal of simulating knowledge and skill scenarios. For instance, AI-enabled environment simulation-based teaching can be conducted through VR and AR, constructing scenarios for in-class and out-of-class activities, simulating real situations, and freely switching and organically integrating between physical and virtual spaces (Hu, Wang, Li et al., 2024).

The construction of these two three-dimensional teaching scenes allows learners to experience and explore autonomously in practical activities, verify true knowledge through practice, and arrive at genuine truths. This approach ensures that the educational impact is not limited to ideological and political education teachers alone, and the educational time and space are no longer confined to classroom teaching. It achieves a secondary reinforcement of values, opens up the link between "knowledge" and "action," generates collective strength among various subject scenes, and collaborates in the teaching process of ideological and political education. This results in an omnipresent, continuously accessible, comprehensive teaching network for all participants and throughout the entire process. It forms a comprehensive and interconnected educational pattern of vertical and horizontal integration, promoting ideological and political education to truly become a practical course closely related to society (Zhang, 2024).

Establishing a dynamic feedback teaching evaluation system. Artificial intelligence empowers through data-driven methods, intelligent algorithms as the core, and intelligent platforms as the carrier. Leveraging artificial intelligence, a multi-angle, sustainable, and planned teaching evaluation system is formed. Through the collection of various data, it conducts comprehensive assessments of student mental health status, social dynamics indicators, and other behavioral processes in a standardized manner. This evaluation system can more systematically and comprehensively reflect students' learning conditions and sensitively detect issues, achieving targeted solutions. Based on this, constructive suggestions are provided for students' future planning.

The dynamic and multi-dimensional evaluation system breaks away from traditional single evaluation methods. It adopts different evaluation methods based on different teaching contexts and stages. At this level, the teacher-student relationship in the ideological and political classroom is no longer rigidly transactional. Besides acquiring knowledge content, students also gain valuable experiences for future growth and constructive perspectives on life from their teachers. An open and relaxed evaluation atmosphere helps students effectively regulate their own learning processes, thereby gaining a sense of achievement and enhancing their confidence. As a result, ideological and political education becomes more targeted and approachable.

5. Conclusion

Under the backdrop of artificial intelligence, the innovation of ideological and political education courses fundamentally differs from traditional reforms, bringing about disruptive changes to the educational environment and system in which educators and learners operate. On the one hand, it has

revolutionized the concept of talent cultivation in ideological and political education, setting new heights for the technological literacy and professional demands of practitioners in the era of smart linkage. On the other hand, it has also raised more refined, scientific, and even personalized requirements for the design of ideological and political education teaching classrooms. Therefore, professionals in ideological and political education must re-examine the current teaching system, actively adapt to the demands of era change, explore new avenues for innovative teaching in the era of artificial intelligence, and lay a solid foundation for empowering ideological and political education with AI.

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